**Unit 6: Research and Report Writing**

Reading:

Big Ideas: SWBAT read for the purpose of gathering information and retell in their own words.

Essential Questions: Why do we read nonfiction? How do we use nonfiction to learn more about a specific topic?

Content Objective: SWBAT use print and digital resources and gather information.

Language Objective: SWBAT explain information in their own words using unit vocabulary.

Pre: Read a nonfiction passage and identify the main idea in own words.

Post: Read a nonfiction passage and identify the main idea in own words.

Common Core Alignment:

Reading:

* [CCSS.ELA-Literacy.RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
* [CCSS.ELA-Literacy.RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/) Determine the main idea of a text and explain how it is supported by key details; summarize the text.
* [CCSS.ELA-Literacy.RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
* [CCSS.ELA-Literacy.RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
* [CCSS.ELA-Literacy.RI.4.5](http://www.corestandards.org/ELA-Literacy/RI/4/5/) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
* [CCSS.ELA-Literacy.RI.4.6](http://www.corestandards.org/ELA-Literacy/RI/4/6/) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
* [CCSS.ELA-Literacy.RI.4.7](http://www.corestandards.org/ELA-Literacy/RI/4/7/) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
* [CCSS.ELA-Literacy.RI.4.8](http://www.corestandards.org/ELA-Literacy/RI/4/8/) Explain how an author uses reasons and evidence to support particular points in a text.
* [CCSS.ELA-Literacy.RI.4.9](http://www.corestandards.org/ELA-Literacy/RI/4/9/) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
* [CCSS.ELA-Literacy.RI.4.10](http://www.corestandards.org/ELA-Literacy/RI/4/10/) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening:

* + [CCSS.ELA-Literacy.SL.4.1](http://www.corestandards.org/ELA-Literacy/SL/4/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
  + [CCSS.ELA-Literacy.SL.4.2](http://www.corestandards.org/ELA-Literacy/SL/4/2/) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* [CCSS.ELA-Literacy.SL.4.3](http://www.corestandards.org/ELA-Literacy/SL/4/3/) Identify the reasons and evidence a speaker provides to support particular points.
* [CCSS.ELA-Literacy.SL.4.4](http://www.corestandards.org/ELA-Literacy/SL/4/4/) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
* [CCSS.ELA-Literacy.SL.4.5](http://www.corestandards.org/ELA-Literacy/SL/4/5/) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
* [CCSS.ELA-Literacy.SL.4.6](http://www.corestandards.org/ELA-Literacy/SL/4/6/) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 [here](http://www.corestandards.org/ELA-Literacy/L/4) for specific expectations.)

Writing:

Big Ideas: SWBAT gather information using electronic and print resources to organize and support a topic with main ideas and interesting details.

Essential Questions: How does identifying relevant information help you write research reports?

Content Objective: SWBAT write a research report citing multiple sources.

Language Objective: SWBAT interpret electronic and print resources in their own words.

Pre: Using an iPad pick a topic to write a research paper on. Include 3 sections and an introduction and conclusion.

Post: Using an iPad pick a topic to write a research paper on. Include 3 sections and an introduction and conclusion.

2 Writing Prompts:

Colorado History Report

Ecosystem Report

Common Core Alignment:

* [CCSS.ELA-Literacy.W.4.2](http://www.corestandards.org/ELA-Literacy/W/4/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
* [CCSS.ELA-Literacy.W.4.4](http://www.corestandards.org/ELA-Literacy/W/4/4/) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* [CCSS.ELA-Literacy.W.4.5](http://www.corestandards.org/ELA-Literacy/W/4/5/) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](http://www.corestandards.org/ELA-Literacy/L/4).)
* [CCSS.ELA-Literacy.W.4.6](http://www.corestandards.org/ELA-Literacy/W/4/6/) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
  + [CCSS.ELA-Literacy.W.4.7](http://www.corestandards.org/ELA-Literacy/W/4/7/) Conduct short research projects that build knowledge through investigation of different aspects of a topic.
* [CCSS.ELA-Literacy.W.4.8](http://www.corestandards.org/ELA-Literacy/W/4/8/) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
* [CCSS.ELA-Literacy.W.4.9](http://www.corestandards.org/ELA-Literacy/W/4/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.
  + [CCSS.ELA-Literacy.W.4.10](http://www.corestandards.org/ELA-Literacy/W/4/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

* + [CCSS.ELA-Literacy.SL.4.1](http://www.corestandards.org/ELA-Literacy/SL/4/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
  + [CCSS.ELA-Literacy.SL.4.2](http://www.corestandards.org/ELA-Literacy/SL/4/2/) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* [CCSS.ELA-Literacy.SL.4.3](http://www.corestandards.org/ELA-Literacy/SL/4/3/) Identify the reasons and evidence a speaker provides to support particular points.
* [CCSS.ELA-Literacy.SL.4.4](http://www.corestandards.org/ELA-Literacy/SL/4/4/) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
* [CCSS.ELA-Literacy.SL.4.5](http://www.corestandards.org/ELA-Literacy/SL/4/5/) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
* [CCSS.ELA-Literacy.SL.4.6](http://www.corestandards.org/ELA-Literacy/SL/4/6/) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 [here](http://www.corestandards.org/ELA-Literacy/L/4) for specific expectations.)

Language:

* [CCSS.ELA-Literacy.L.4.2](http://www.corestandards.org/ELA-Literacy/L/4/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* [CCSS.ELA-Literacy.L.4.3](http://www.corestandards.org/ELA-Literacy/L/4/3/) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* [CCSS.ELA-Literacy.L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Week One: 2/25-3/1

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| 2/25  Language: Scholastic Magazine, *Babushka’s Doll, Molly Brown*  Reading: SWBAT compare and contrast fiction and nonfiction texts using a Venn diagram and orally explain the different text features of both.  Writing:  SW learn what a proficient TCAP paper looks like and make revisions to their Fictions stories, |
| 2/26  Language: *Cheyenne*  Reading: SWBAT determine purpose for reading nonfiction, identify strategies for locating information in nonfiction texts, and learn that nonfiction texts answer ‘who, what, where, when’ questions. SWBAT locate ‘right there’ information orally with a partner.  Writing:  SWBAT examine nonfiction texts about Colorado History and orally explain to partner what text features they notice. SW begin thinking about 1st prompt- write about an important person or event in Colorado History.  1. Describe the person/event when person was born/event happened.  2. Why was it influential to Colorado?  3.Write about the persons later years/Write about how the event shaped Colorado today. |
| 2/27  TCAP Prep  Writing- Proficient Papers. Leads!!  Reading Practice Test  Math Constructed Response |
| 2/28  Language: “Indians of Colorado”  Reading: SWBAT explain that information is not always ‘right there’, and learn that some questions require information to be put together to answer.  Writing:  SWBAT generate a list of questions to outline their research and organize the questions logically. SW use ‘who, what, where, when’ to create a list of questions.  SWBAT create key words from their list of questions and take notes on information they find.  SWBAT work with a group to identify key words and ideas. |
| 3/1  Language: *Mountain Men of the West*  Reading:  SW learn to infer to make meaning and orally identify with a partner what background knowledge they will need to identify information in a text.  Writing:  SWBAT understand intellectual property and plagiarism by citing sources they use for their research reports and use bibliographies in their own reports. |

Week Two: 3/4- 3/8

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| 3/4  Language: *Life of a Miner*  Reading: SWBAT compare and contrast their opinions of a topic before and after reading a chapter  Writing:  SWBAT research topics using iPads and print resources and collect relevant information to use in reports.  SWBAT organize information using subheadings and explain how subheadings help present information clearly and organized. |
| 3/5  Language: Doing History Website  Reading: SWBAT learn to identify key ideas of a text without reading them and identify good sources for research and explain how to identify good sources in reading journals.  Writing:  SWBAT identify different kinds of introductions and use one (imaginative, question, right to the point, hanging on) in their writing. |
| TCAP Prep  Writing- Strong Endings!!  Reading Practice Test  Math Constructed Response |
| 3/7  Language: Doing History Website  Reading: SW examine electronic resources and identify reliable sources to use. SW generate a list of reliable sources in journal.  Writing:  SWBAT identify the importance of paragraphs in writing and organize their research into paragraphs for each new idea. |
| 3/8  Language: “Colorado Indians”  Reading: SWBAT gather information from photographs and captions by asking themselves ‘why, what, where, when’ questions and write one example in reading journals.  SW write a reading response in journals about authors technique.  Writing:  SWBAT recognize that topic sentences and use topic sentences in their reports to organize writing. |

Week Three: 3/11-3/15

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| 3/11  Language: “Colorado Indians” and “Families and Children”  Reading: SW learn what primary sources are and why they are important. SW make predictions discuss with a partner if their predictions were correct/incorrect  Writing:  SWBAT identify evidence in texts and use evidence to create supporting details and examples in their own writing. |
| TCAP |
| TCAP |
| TCAP |
| 3/15  Language: *Mountain Men of the West*  Reading: SW learn what secondary sources are and why they are important. SW make predictions discuss with a partner if their predictions were correct/incorrect.  Writing:  SWBAT identify how authentic details add more interest to historical topics and incorporate authentic details in their reports. |

Week Four: 3/18-3/22

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| 3/18  Language: *Tales, Trails, and Tommyknockers*  Reading: SWBAT identify and explain what important facts of a text are with a partner.  Writing:  SWBAT identify strong conclusions and recognize they include personal opinion answers to important questions that started their research. SW write conclusions including opinions and answering important questions. |
| TCAP |
| 3/20  Language: *Tales, Trails, and Tommyknockers*  Reading: SW learn that prior knowledge of a topic helps comprehend a text by writing in their journal what they already know about a topic then reading.  Writing:  SWBAT recognize good transitions and revise their writing to include transitions between ideas. |
| 3/21  Language: *Tales, Trails, and Tommyknockers*  Reading:  SW learn to skim and scroll through a text to determine the relevance. SWBAT explain to a partner why the text is a good source.  Writing:  SWBAT demonstrate what they learned about an event or person in Colorado History by publishing their research reports. |
| 3/22  No School? |

Week Five: 4/1-4/5

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| 4/1  Language: Ecosystems  Reading: SW learn to scan and scroll through a text to determine the relevance. SWBAT explain to a partner why the text is a good source  Writing:  SWBAT research topics using iPads and print resources and collect relevant information to use in reports. |
| 4/2  Language: Ecosystems  Reading: SW recognize that rereading text helps identify new information using the ‘1,2,3’ strategy and be able to write a summary about the new information.  Writing:  SWBAT organize information using subheadings and explain how subheadings help present information clearly and organized. |
| Reading/Writing Conferences |
| 4/3  Language: Ecosystems  Reading: SWBAT demonstrate their knowledge of nonfiction texts by writing a reading response independently.  Writing:  SWBAT examine nonfiction texts about ecosystems and orally explain to partner what text features they notice. SW begin thinking about 2nd prompt- Research the different aspects of an ecosystem.  1. Describe the ecosystem.  2. What animals and plants live in that ecosystem?  3. What are the challenges that ecosystem faces? |
| 4/4  Language: Ecosystems  Reading: SWBAT identify supporting details and explain how they help them comprehend a text orally with a partner.  Writing:  SWBAT create key words from their list of questions and take notes on information they find.  SWBAT work with a group to identify key words and ideas. |

Week Six: 4/8-4/12

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| 4/8  Language: Ecosystems  Reading: SW recognize that identifying prior knowledge helps to understand a text using a KWL chart and explain what they learned orally in groups.  Writing: SWBAT research topics using iPads and print resources and collect relevant information to use in reports. |
| 4/9  Language: Ecosystems  Reading: SW recognize that identifying prior knowledge helps to understand a text using a KWL chart and explain what they learned orally in groups.  Writing: SWBAT identify fascinating facts to improve their research and include these facts in their writing. |
| Reading/Writing Conferences |
| 4/11  Language: National Geographic Article  Reading: SW use facts and opinions to make inferences using context clues and distinguish facts and opinions by identifying clue words.  Writing: SWBAT recognize that vocabulary specific to a subject enhances the piece of writing and include language specific to their topics in their writing. |
| 4/12  Language: Scholastic Articles  Reading: SWBAT identify main ideas by selecting two important words to describe the main idea and explain why they chose those words, and retell important information in their own words.  Writing: SWBAT learn that strong verbs makes writing more interesting and include strong verbs in their writing. |

Week Seven: 4/15-4/19

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| 4/15  Language: Ecosystems  Reading: SW learn that online resources can be read the same way as print resources and will identify text features of online nonfiction texts.  Writing:  SWBAT locate charts, diagrams, photos, and illustrations in nonfiction texts and support their topics with two graphic elements. |
| 4/16  Language: Ecosystems  Reading: SW learn that online resources can be read the same way as print resources and will identify text features of online nonfiction texts.  Writing: SW identify that short descriptions help clarify a graphic element and include captions for their graphic elements in their writing. |
| Reading/Writing Conferences |
| 4/17  Language: Ecosystems  Reading: SW compare and contrast two ideas of a same topic with a partner and record it on a T-Chart.  Writing:  Revise for verb tense, edit for punctuation and spelling. |
| 4/18  Language: Ecosystems  Reading: SW explain to a partner what strategies they find useful to help them comprehend nonfiction texts.  Writing:  Edit for grammar/usage. |

Week Eight: 4/21-25

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| 4/21  Language: Ecosystems  Reading: SW summarize a paragraph in one sentence and explain why they chose the information they did to include in the summary with a partner.  Writing:  Publish |
| 4/22  Language: Ecosystems  Reading: SWBAT demonstrate their knowledge of nonfiction texts by writing a reading response independently.  Writing:  Publish |
| Reading/Writing Conferences |
| 4/24  Language:  Reading:  Postest  Writing:  Posttest |
| 4/25  Language:  Reading:  Extra Lesson if Needed  Writing:  Publishing party |